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ABSTRACT

In response to the small number of minority faculty at Kansas City Kansas Community College (KCKCC), a study was conducted to develop a set of recommendations to improve minority faculty hiring procedures and provide information and guidelines useful to administrative staff for recruiting minority faculty members. Criteria for establishing policy recommendations were developed from a literature review and telephone interviews with seven college personnel officers. Following a review of the criteria by three personnel experts and additional telephone interviews, recommendations for improving minority hiring were established, including: (1) listen to minority faculty's needs; (2) establish strategies to prepare the campus for intellectual, social, ethnic, and cultural diversity; (3) establish a staff conversion program to identify minority staff members in instructional support departments who may be interested in teaching; (4) establish diversity programs in all divisions and departments; (5) determine which universities have minorities in the pipeline by discipline and start early recruitment efforts; (6) develop relationships with minority organizations to seek their assistance in identifying qualified individuals for faculty positions; (7) develop minority candidate pools; (8) include minorities in all phases of the recruitment efforts; (9) make efforts to keep minority faculty in the face of proposed budget cuts; (10) have current faculty serve as mentors to minority graduate students at area universities; (11) establish curriculum vitae banks; and (12) establish summer teaching and research opportunities to interest minority graduate students. Contains 36 references. Appendixes include data on KCKCC faculty and affirmative action policies and feedback forms for developing the policy recommendation criteria. (TGI)

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DEVELOPMENT OF RECOMMENDATIONS TO IMPROVE MINORITY FACULTY HIRING PROCEDURES AT KANSAS CITY KANSAS COMMUNITY COLLEGE

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A Practicum presented to Programs for Higher Education in partial fulfillment of the requirements for the degree of Doctor of Education

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Abstract of a practicum report presented to Nova Southeastern University in partial fulfillment of the requirements for the degree of Doctor of Education

DEVELOPMENT OF RECOMMENDATIONS TO IMPROVE MINORITY FACULTY HIRING PROCEDURES AT KANSAS CITY KANSAS COMMUNITY COLLEGE

by

Charles E. Wilson

September, 1994

The full-time faculty at Kansas City Kansas Community College numbered 140, with the number of minority faculty at six. According to the dean of human resources at the college, the institution has encountered difficulty finding minority faculty candidates to interview for full-time positions. She indicated that the pool of potential minority applicants had decreased and that many African-American candidates, for example, are hired by higher education institutions in the Southern United States.

The purpose of this study was to develop a set of recommendations for the improvement of minority faculty

hiring procedures at Kansas City Kansas Community College. Additionally, the purpose was to provide information and guidelines useful to administrative staff, in acquiring additional minority faculty members.

There were two research questions guiding this study. First, "What are the more common issues relating to minority faculty hiring in higher education?" Second, "What specific content should be included in a set of recommendations for minority faculty hiring?'

First, criteria were developed for establishing such a list of recommendations. After evaluation and validations of the criteria, a set of policy recommendations was developed, evaluated, validated, and provided to the dean of human resources for review and possible adoption.

As a result of the literature review, information was obtained and utilized as the basis for guidelines for minority faculty hiring for Kansas City Kansas Community College. Telephone interviews with college personnel officers revealed additional data that were used to help develop proposed guidelines for minority faculty hiring procedures. Using evaluation and

feedback forms based on selected criteria, formative and summative review panels provided review, evaluation, reaction, and validation of the proposed policy recommendations. The list of policy recommendations for minority faculty hiring was provided to the dean of human resources for review and possible adoption.

The policy guidelines included in this report may prove useful in improving minority faculty hiring at Kansas City Kansas Community College. Minority faculty hiring recommendations were proposed for departments or division of the college as well as for total institutional focus. Among the more important institutional recommendations, listening to minority faculty's needs, including minorities in all phases of the recruitment efforts, establishing strategies to prepare the campus of intellectual, social, ethnic, and cultural diversity, and avoiding "minority spots," appear to help establish the proper climate for effective recruitment, hiring, and retention of minority faculty.

Divisions or departments are urged to aid the minority faculty hiring process by, among other things, establishing curriculum vitae banks, establishing

Summer teaching/research opportunities to interest minority graduate students, use of current faculty as mentors to minority graduate students at area universities, and whenever possible, seeking minority persons with professional degrees or individuals with significant experience in their field.

There were significant common issues involved in the recruitment and hiring of minority faculty in higher education. No specific plans or products to address these issues were found in a search of the current literature.

Additional recommendations include the implementation and review of the policy recommendations developed as a result of this study, and further study.

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Chapter 1

INTRODUCTION

Background and Significance

Kansas City Kansas Community College, a publically supported higher education institution offering two-year and terminal degrees, along with a variety of certificate training programs for a two county area in northeast Kansas (see Appendix A), was the setting for this practicum. According to the latest Kansas City, Kansas Fact Book (see Appendix B), in 1992, Kansas City Kansas Community College was located in a city that was approximately one third minority population. The student population of more than 6,000 was approximately 35% non-white, according to a memorandum from the office of institutional research at the college (see Appendix C).

Nature of the Problem

The full-time faculty at Kansas City Kansas Community College numbered 140, with the number of minority faculty at six (see Appendix C). Of the total number of fulltime employees, 45 of 324 were nonwhite. At least 80% of the nonwhite, fulltime employees are assigned to maintenance or support

positions. According to the Dean of Human Resources at the college, Delores Pinkard, (personal communication, June 6, 1994), the institution has encountered difficulty finding minority faculty candidates to interview for full-time positions. She indicated that the pool of potential minority applicants has decreased and that many African-American candidates, for example, are hired by higher education institutions in the Southern United States.

Purpose of the Study

The purpose of this study was to develop a set of recommendations for the improvement of minority faculty hiring procedures at Kansas City Kansas Community College. The recommendations should provide information and guidelines useful to the administrative staff at the college, in pursuing and acquiring additional minority faculty members.

Significance to the Institution

Kansas City Kansas Community College promotes itself as "an equal opportunity educational institution" (see Appendixes A and D). The school also maintains a written affirmative action policy (see Appendix D). While the institution has hired full-time minority faculty, the college president, Dr. Thomas

Burke (personal Communication, February 16, 1994) said that he would like to increase the number of minority hires. The use of these recommendations should benefit the Human Resources officer at the college in improving the effectiveness of the current affirmative action policies. The use of these recommendations should benefit all constituencies of the college.

Relationship to the Seminar

The Societal Factors seminar suggested that educators ought to be aware of the constantly changing nature of higher education. Students were encouraged to spend time and energy considering their work environment. This included the internal facets of the college, its mission, goals, and operations, as well as the external factors such as the impact of the local community and the larger society on the work environment. The Societal Factors course focused student attention on understanding the social context and its influence on the education enterprise and the people who are connected to it. Of course, the intended outcome of such focus is to in turn, influence the educational enterprise.

This paper addressed at least two of the seminar goals. They were listed by Varcoe (1986, p. 3) in the

Societal Factors course guide, and include the following:

5. Make inferences and applications of past and present information to the future of education as a result of studying the psychosocial, sociological, and demographic research.
7. Explore the concept of change and the principles of change agents as well as under stand, identify, and focus on the issues of the future.

Research Questions

There were two research questions guiding this study. First, "What are the more common issues related to minority faculty hiring in higher education?" Second, "What specific content should be included in the set of recommendations for minority faculty hiring?"

Definition of Terms

There appears to be only one term that may need specific definition, as used in this practicum report. For the purpose of this practicum, minority is defined as Americans who are not caucasian.

Chapter 2

REVIEW OF LITERATURE

The issue of minority faculty representation has not been isolated to Kansas City Kansas Community College or the state of Kansas. Williams (1989) discusses the lack of teachers of color in America's classrooms. He describes the situation as missing, presumed lost. McIntosh (1987) details the employment plight of Native Americans in Arizona. She says that Native Americans employed in any capacity in Arizona higher education is two percent (2%) of total employees. Lassiter (1993) discusses minority access to higher education careers in New Mexico. She suggests that part of the difficulty may be motivating psychological support through institutional responsiveness to cultural diversity. Martinez (1993) states that Hispanic faculty are underrepresented and underrated. In a 1993 Community College Week article, Hawkins contends that Blacks and Hispanics are underrepresented in Texas higher education.

Even though some states and some higher education institutions have made efforts to address this situation, the problem remains a national concern. Rong and Goetz (1989) discuss the underrepresentation

of Asian-American teachers and offer some recommendations. Winkler (1988) suggests that part of the problem may lie with higher education institutions. She suggests that not only is the pool of minority faculty members limited, but that institutions may not be committed to recruiting minorities. Dorman (1990), Kennedy (1989), Rong and Goetz (1989), and Sullivan and Nowlin (1990) are some who note the continuing problem of underrepresentation of minority faculty and suggest that it is in the college or university's best interest to make changes. Kennedy (1989) states that recruitment of minority teachers must be actively pursued.

Others offer solutions as well. Arthur Dorman (1990) suggests that part of the solution ought to include the establishment of collaboration between historically Black colleges and research universities. Rong and Goetz (1989) and Sullivan and Nowlin (1990) cite the impending multicultural workforce and the culturally diverse environments in which colleges and universities will find themselves. They also support the idea of collaboration on a variety of fronts.

Others (Franklin, 1987; O'Brien, 1989; Winkler, 1988; Wolfe, 1993) suggest that Black teachers are an

endangered species and note a general decrease in minorities in the teaching profession. Franklin (1987) suggests that if the decrease of blacks in the teaching profession continues, young blacks will be deprived of role models and a special caring. Additionally, people like Winkler (1988), partially blame this situation on the isolation and anger felt by minorities in graduate programs. She notes that for minorities, the personal and professional costs tend to be so high in graduate schools that many of those in the pipeline escape to other career options.

Baez and Clarke (1990), Pevonka, Griffin, and Curcio (1988), Rancifer and Pinchback (1990), and Sheahan and White (1990) suggest the lack of success models of their race on campus is a factor in the decreasing numbers of minorities. Baez and Clarke (1990) offer the suggestion that teachers themselves have a responsibility to help build a more skilled and diverse workforce. Pevonka, Griffin and Curcio (1988) support the same idea while concentrating on the plight of women.

Role modeling is viewed by many as a positive step toward increasing minority faculty. Rancifer and Pinchback (1990) acknowledge some positive implications

while Sheahan and White (1990) ask whether the nerd image may contribute to the lack of success models. Campbell (1992), Martinez (1991), The New Jersey State College Governing Board (1991) and Sorensen (1992) are among those who see the necessity of and call for minority role models in colleges and universities. Additionally, Cole (1987) suggests that lack of minority role models is one of the reasons for the noticeable decrease in the numbers of minorities recruited and retained in graduate professional programs.

A variety of strategies are proposed. Among them are recruitment of both minority students and minority faculty (The American Association of Colleges for Teacher Education, 1989; Blackwell, 1989; Brown, 1990; Guadarrama, 1991; Waxman, 1992). Martinez (1991) suggests recruiting faculty from business and industry. Another strategy proposed by some is the creation of public-private alliances to increase the numbers of minorities who pursue the doctoral degree (Collison, 1988; Ellison, Smith & Green, 1987; Fuller, 1992; Pierre & Adams, 1987; and Rancifer, 1991). They support these and other actions to combat what they see as a minority brain drain.

Raloff (1991) proposes role modeling as a way of overcoming the education obstacles facing women, minorities, and the disabled. According to Guadarrama (1991), role modeling is part of a proposal by a group in Texas to recruit minority teachers. Merle Waxman (1992) suggests that such plans should include mentoring and role modeling as part of the criteria. It is possible that this approach with minority high school teachers or graduate students could have very positive benefits for colleges and universities. The American Association of Community and Junior Colleges (1988) proposes that role modeling at the front end of the higher education pipeline is essential for increasing the representation of groups traditionally and continually underrepresented in higher education faculty positions. According to this AACJC report, nearly half of the nation's undergraduates came from community colleges and more than half of first time entering freshmen attended community and junior colleges.

Additional suggestions for solutions are proposed by others. Tivale (1992) suggests the resocialization of faculty to the diversity needs of the college or university. Fuller (1992) suggests the integration of

multicultural education into the curriculum. Collison (1988) proposes that colleges help support minority students pursuing doctoral degrees. Martinez (1991) and the American Association of Colleges for Teacher Education (1989) make several recommendations. Among them are developing candidate pools, recruiting at high schools, vocational schools, or other educational centers, and recruiting at mid-career/non traditional levels. Rancifer (1989) suggests that increasing entry-level salaries would aid the effort to increase minority faculty.

Institutionalized programs designed to lure minority faculty is proposed by Campbell (1992). Sullivan and Nowlin (1990) agree. Among the designs they propose is a staff conversion program to identify minority staff in instructional support departments who may be interested in teaching and research. Part of such a program would be to negotiate personalized development plans with minority staff to pursue the necessary credentials.

The literature discusses several issues related to minority faculty recruitment and hiring, and suggests possible strategies for increasing minority participation. First, there is the issue of

underrepresentation of minority faculty on colleges campuses (Dorman, 1990; Hawkins, 1993; Kennedy, 1989; Lassiter, 1993; Martinez, 1993; McIntosh, 1987; Rong & Goetz, 1989; Sullivan & Nowlin, 1990; and Williams, 1989). Secondly, the issue of the need to prepare campuses for multicultural and diversity activities is addressed by several, including Campbell (1992), Fuller (1992), Tivale (1992) and Winkler (1988).

The idea of role modeling as a minority faculty recruitment and hiring policy recommendations is supported by many. Among them are Baez and Clarke (1990), Campbell (1992), Franklin (1987), Martinez (1991), Pevonka, Griffin, and Curcio (1988), Rancifer and Pinchback (1990), Sheahan and White (1990), and Sorensen (1992). The AACJC (1988), Cole (1987), Raloff (1991), Rancifer and Pinchback (1990), Sheahan and White (1990) and Winkler (1988) suggest that colleges and universities ought to help increase the number of minorities going into graduate education by supporting minorities in graduate schools. This might be as simple as mentoring or as complex as helping to reduce what Winkler (1988) calls the high personal and professional costs for minorities in graduate schools. This has to do with the issue of institutional racism.

There are those who ask whether institutions are committed to increasing the numbers of minority faculty members (Franklin, 1987; and Winkler, 1988). If colleges and universities are committed to minority faculty hiring, a number of other strategies are proposed to help them. They range from recruiting both minority students and minority faculty (The American Association of College for Teacher Education, 1989; Blackwell, 1989; Brown, 1990; Guadarrama, 1991; and Waxman, 1992), to creating public-private alliances to increase the numbers of minorities who pursue doctoral degrees (Collison, 1988; Ellison, Smith, & Green, 1987; Fuller, 1992; Pierre and Adams, 1987; and Rancifer, 1991).

Chapter 3

METHODOLOGY AND PROCEDURES

Methodology

The development problem-solving methodology was used for this practicum. This methodology was appropriate for developing a set of policy recommendations to improve minority faculty hiring procedures at Kansas City Kansas Community College. This development methodology involved the establishment of criteria for the development of the policy recommendations, validation of the criteria, production of the set of policy recommendations, and the validation of the completed product.

Some of the procedures for this practicum may be inconsistent with the initial practicum proposal. Suggestions and recommendations received from the practicum evaluator and the cluster coordinator were included in this practicum report. Specific changes included the establishment and use of formative and summative reviews for validation purposes, and the use of feedback forms to collect reactions and suggestions from the formative and summative review panels. Another suggested change included in this report was the use of a three-member panel of outside experts for

the summative reviews, rather than the proposed reviews by the college president, human resources dean, and the college personnel committee.

Procedures

First, a literature review was conducted to provide relevant information on the concepts and issues surrounding the development of policy recommendations for minority faculty hiring in higher education. The literature review was also conducted to provide a conceptual base for the study as well as to guide the development of recommendations to improve minority faculty hiring practices.

The literature search was additionally conducted to discover studies similar to the one addressed by this practicum report, and to help organize and establish criteria for a good product.

Second, criteria for establishing policy recommendation was developed. The literature provided some possible criteria information. Additionally, other criteria recommendations were gathered through telephone interviews with seven area college personnel officers. Each of these personnel officers had a minimum five years college personnel experience, and was assumed to be an expert based on tenure as the

criteria. The telephone interviews focused on acquiring information about the issues, procedures, guidelines and policies, as well as what works and what a good plan would look like.

Next, the proposed criteria were reviewed and validated by a panel of experts. A three-member panel of college personnel officers with five or more years experience, reviewed the list of criteria, providing feedback and comments. A sample of the feedback instrument is included (see Appendix E).

Fourth, suggestions of policy recommendations were obtained through additional telephone interviews from a group of seven personnel officers. The information needed was centered on questions about financial support, coordination of hiring efforts, institutional commitment, federal and state regulations, campus climate, affirmative action goals, and administrative support.

The feedback form was designed to reflect this criteria for the list of policy recommendations as well as to collect the evaluative comments and suggestions of the expert panels. Based on these comments and suggestions, the list of policy recommendations was changed.

Next, a summative review panel of three different college personnel officers was formed to review the list of recommendations formed as a result of the previous procedures. This panel of experts also had practiced their trade for at least five years. A feedback and comment form (see Appendix F) was used by the group to evaluate the list of recommendations and make comments based on the previously established criteria.

Assumptions

For this practicum, it was assumed that the college and university personnel officers would have the expertise to help guide the development of this project. It was also assumed that the current literature would provide accurate and useful information relative to the research questions. It was further assumed that the various stages of evaluation, comment, and feedback on the content and list of recommendations by the expert panels of personnel officers, would be valid.

Limitations

This product may be limited to the specific circumstances of Kansas City Kansas Community College. Most of the data and information obtained for this

study, were directed toward the unique environment of Kansas City Kansas Community College. Secondly, the literature provided little in the way of similar studies or examples of such a plan.

Chapter 4

RESULTS

The development research design was utilized to conduct this practicum. The research questions were, "What are the more common issues related to minority faculty hiring in higher education?" and "What specific content should be included in a set of policy recommendations for minority faculty hiring?"

A review of current literature of minority faculty representation in higher education was conducted to establish information that could be utilized as the basis for minority faculty hiring for Kansas City Kansas Community College. Data found in the literature review and from telephone interviews with seven local college personnel officers were submitted to the formative committee as criteria for the set of policy recommendations. The criteria nsed to interview the seven college personnel officers who helped to formulate criteria for developing policy recommendations included the following:

1. Employed as a personnel officer at one of the area colleges or universities.

2. Must have at least five years experience in college personnel work.

This same criteria was utilized for the selection of members for the formative and summative panels.

The information from the literature review and the telephone interviews focused on the topics, issues, procedures, guidelines, policies, and what works for such a plan. After completion of the telephone interviews with the seven college personnel officers and the literature review, a set of criteria for developing policy recommendations was established. The initial list of criteria included more than fifteen items. They covered a variety of guidelines and policy issues. The three-member panel of personnel officers reviewed and evaluated the list and suggested that the list of criteria should be specific to the college's mission. They also suggested that the criteria should be directed at improving educational practice at the college.

As a result of these suggestions, seven broad criteria were utilized in the criteria feedback form included in Appendix E. The list of criteria focuses on whether there is a need for such policy recommendations, how well the proposed policy recommendations fit the college's mission, the availability of administrative support for such

proposals, whether such proposals already exist, whether such proposals support and benefit students, if such proposals would improve the curriculum and if such a plan would improve the practice of education at the college. Feedback/evaluation forms were used by the formative committees for validation purposes.

This validated list of criteria was then utilized to obtain suggestion for policy recommendations for hiring minority faculty. Hiring and recruitment policy suggestions were obtained from the literature and from the initial group of seven college personnel officers. This group suggested that policy recommendations be centered on recruitment, hiring, and retention of minority faculty members.

Another feedback from was used to collect evaluation and comment on the proposed recommendations and to collect additional suggestions of what should be included in such a plan. These proposals ranged from suggestions about recruitment strategies such as knowing which universities have minorities in the pipeline, establishing diversity programs, and using current faculty as mentors, to seeking minority persons with professional degree, to making efforts to retain

minority faculty even in the face of proposed budget cuts.

The summative review panel of thee different college personnel officers, formed to review the list of recommendations, suggested that the set of policy recommendations ought to be as specific as possible to Kansas City Kansas Community College and should include a variety of policy recommendations.

As a result of suggestions and other evaluative comments received from the summative review, the list of seventeen proposed policy recommendations was decreased to fourteen. Some were eliminated and still others were combined. For some, the wording was changed to reflect the suggestions by the review panel. Based upon previously established criteria, a list of fourteen policy recommendations for minority faculty hiring was validated by a summative roup of personnel experts. The suggested list of policy recommendations was provided to the dean of human resources for review and possible adoption or further study.

Chapter 5

DISCUSSION, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Discussion

The results of this study confirmed that there has been widespread concern about the issues of minority faculty hiring practices in higher education. Although no similar studies or products are confirmed by the literature review, there are significant suggestions for what might work in such a plan. Baez and Clarke (1990) suggest that the need to staff the classroom of the future so that it reflects the cultural diversity of students, is crucial to educational reform efforts. Among others, Wolf (1993, p. 32) reports that a worsening shortage of black teachers "has limited the constructive exposure of nonblack children and adults to blacks in position of leadership, responsibility, and authority." Martinez (1993) states that the problems do not start and end with hiring, but that retention is also an issue.

The issues involved and the questions and concerns about minority faculty hiring in higher education certainly seem to fit not only the research questions for this study, but also fit at least two of the goals

of the Societal Factors seminar. Specifically, this study addressed the seminar goals of making inference and application of information to the future of education and exploring the concept of change.

The issue of minority faculty representation in higher education is not isolated to Kansas City Kansas Community College or to the state of Kansas. Several researchers have report similar concerns in Arizona (McIntosh, 1987), New Mexico (Lassiter, 1993), and Texas (Hawkins, 1993). Others (Franklin, 1987; Hawkins, 1993; Martinez, 1993; O'Brien, 1989; Winkler, 1988; Williams, 1989; Wolf, 1993) describe the issues of underrepresentation of minority teachers in America's education establishment. Even though some states and some higher education institutions have made efforts to address the situation, the problem remains a national concern (Rong & Goetz, 1989).

A variety of suggestions for solutions are proposed. Several, including Dorman (1990) and Winkler (1988), suggest collaboration between historically black colleges and research universities. Others propose some forms of role modeling (Baez & Clarke, 1990; Pevonka, Griffin, & Curcio, 1988; Rancifer & Pinchback, 1990; Sheahan & White, 1990) as a

recruitment strategy. Direct recruitment of minority faculty is suggested by the American Association of Colleges for Teacher Education (1989), Blackwell (1989), Brown (1990), Guadarrama (1991), and Waxman (1992).

While Collison (1988) proposes that colleges help support minority students pursuing doctoral degrees, Martinez (1991) is among those who suggest developing candidate pools, recruiting at high schools, vocational schools, or recruiting at midcareer/nontraditional levels.

The list of policy recommendations developed as a result of this study, incorporates several of those ideas and suggestions mentioned above. There were no products found in the literature review that were similar to this study. However, the institutionalization of such programs is proposed by several including Campbell (1992), and Sullivan and Nowlin (1990).

According to Sullivan and Nowlin (1990), early identification strategies should be part of any minority faculty recruitment plan. They suggest that colleges and universities begin early identification of minority faculty candidates for future needs. One way

of establishing this process is to develop relationships with minority organizations and businesses. Another way (Fuller, 1992) is working through minority oriented newspapers, magazines and journals. For others, role modeling and mentoring strategies are espoused as important tools for minority faculty recruitment, and for minority faculty retention. Baez and Clarke (1990), Blackwell (1989), Fuller (1992), and Martinez (1993) were among those for whom this strategy made sense. They also support the idea of including minorities in all phases of the recruitment efforts.

Conclusions

First, in answer to one of the two research questions for this study, there are common issues related to minority faculty hiring in higher education. A few of the more common issues related to minority faculty recruitment and hiring include the lack of a pool or minority teachers from which to draw (Franklin, 1987; O'Brien, 1989; Winkler, 1988; Wolfe, 1993); the decreased numbers of minorities among graduate school graduates (The American Association of Colleges of Teacher Education, 1989; Blackwell, 1989; Brown, 1990; Guadarrama, 1991; Waxman, 1992); or the possible lack

of commitment by higher education institutions to hire minority faculty (Kennedy, 1989; Winkler, 1988).

Secondly, this study set out to discover what should be included in a set of policy recommendations for minority faculty hiring for higher education. The purpose of this study was fulfilled in that a set of recommendation is included in Appendix G of this practicum report. Although there were no product models found through the literature search, specific suggestions for such policy recommendations are clearly available.

The suggestions range from proposals for recruitment, such as knowing which universities have minorities in the graduate school pipeline (Collison, 1988; Pierre & Adams, 1987); establishing diversity programs on campus (Fuller, 1992; Tivale, 1992; Williams, 1989); using current faculty as mentors and role models (Baez & Clarke, 1990; Sheahan & White, 1990); to retaining minority faculty even in the face of proposed budget cuts (Winkler, 1988).

The validation by expert panels was helpful in sorting through the various strategy suggestions and their relationship to the established criteria and the possible needs of the college. This list of policy

recommendations is probably stronger and perhaps more realistic as a result of the use of formative and summative reviews.

Implications

Kansas City Kansas Community College promotes itself as "an equal opportunity educational institution" (see Appendix A). The school also maintains a written affirmative action policy (see Appendix D). The purpose of this study was to develop a set or recommendation to improve minority faculty hiring procedures at Kansas City Kansas Community College. The list of recommendations should provide the administrative staff and the dean of human resources, an opportunity to review their current practice and perhaps incorporate some of the recommendations included as part of this practicum report.

The list of policy recommendations may or may not be generalizable to other higher education institutions. They may be limited to the specific circumstances of Kansas City Kansas Community College.

Recommendations

The first recommendation for the improvement of practice, would be for the dean of human resources to

share with and disseminate this product to appropriate administrators and deans. Secondly, it is recommended that the administrative staff conduct its own evaluation and validation process for the list of policy recommendations. It is further recommended that after additional evaluation and validation, the policy recommendations be implemented as part of the recruitment and hiring effort at Kansas City Kansas Community College.

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APPENDIXES

Appendix A

Appendix A

Selected Pages from Kansas City Kansas Community College Catalog

KANSAS CITY KANSAS COMMUNITY COLLEGE

1994-95 General Catalog

"Making Life Better"

"An Equal Opportunity Educational Institution"
7250 State Avenue
Kansas City, Kansas 66112
(913) 334-1100

Kansas City Kansas Community College is committed to A policy of educational equality. Accordingly, the College administers grants, financial aid, scholarships, educational programs, activities and employment practices without regard to race, color, religion, sex, national origin, age, marital status, ancestry or disabilities. Any person having inquiries concerning College compliance with regulations implementing Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, or Section 504 of the Rehabilitation Act of 1973 is directed to contact Mrs. Delores Pinkard, Dean of Human Recourses, Kansas City Kansas Community College, 7250 State Avenue, Kansas City, Kansas 66112. Telephone (913) 334-1100, ext. 111.

Table of Contents

General Information Pages 1-46

Academic Calendar for 1994, 1995 Admission procedures, Registration and Enrollment, Transfer Programs, Career Programs, Summer Session, Night Courses, Nontraditional Studies, Student Fees, Academic Information, Students Rights and Procedures, Graduation, Degree Requirements, General Education Core Requirements, Student Services, Financial Aid, Scholarships, Instructional Services, Learning Resource Center, Helpful Information, Student Activities, Continuing Education, and Drug and Alcohol Prevention Program.

Academic Programs Pages 47-50

Associate in Applied Science, Associate in Arts, Associate in Science, One-Year Certificate and Vocational Technical School Transfer

Addiction Counselor Program Pages 51-54

Degree, Programs and Course Descriptions.

Allied Health Program Pages 55-62

Degree, Programs and Course Descriptions.

Business Division Pages 63-82

Degrees, Programs and Course Descriptions. (Accounting, Computer Information Systems, General Business, Marketing & Mid-Management, Office Technology Management, One-Year Clerical, One-Year Secretarial Administration Supervision Certificate, Two-Year Word/Information Processing, and Data Processing and Computer Science course descriptors.)

Child Care Program Pages 83-86

Degree, Programs and Course Descriptions.

Drafting/Computer-Aided Design Pages 87-90

Degree, Programs and Course Descriptions.

Education/Elementary and Secondary Pages 91-92

Degree, Programs and Course Descriptions.

Engineering Technology Pages 93-108

Degree, Programs and Course Descriptions.

English as a Second Language Pages 109-110

Programs and Course Descriptions

Environmental Engineering Technology Pages 111-114

Degree, Programs and Course Descriptions

Fire Science & Hazardous Materials Pages 115-122

Degree, Programs and Course Descriptions

History and Social Science Pages 123-130

Degree, Programs and Course Descriptions. (Government, History, Philosophy, Political Science, Psychology, Social Sciences, and Human Development.)

Honors Program Pages 131-132

Curriculum and Course Descriptions.

Humanities & Fine Arts Division Pages 133-150

Degrees, Programs, (Journalism, Liberal Arts, Music, Theater, Visual Arts) and Course Descriptions (Skills Courses, English Literature, Journalism, Art, Music, Drama, & Theater, Humanities, Languages, Public Speaking, Debate)

Law Enforcement Program Pages 151-154

Degree, Programs and Course Descriptions.

Long Term Care Administration Pages 155-156

Certificate Programs and Course Descriptions.

Mathematics Division Pages 157-160

Course Descriptions.

Table of Contents

Mortuary Science Program Pages 161-164

Degree, Programs and Course Descriptions.

Nursing Education Division Pages 165-168

Degree, Programs and Course Descriptions.

PACE Program Pages 169-170

Physical Education & Wellness Pages 171-176

Degree, Programs and Course Descriptions.

Recreational Therapy Program Pages 177-182

Degree, Programs and Course Descriptions.

Science Division Pages 183-194

Degree, Programs and Course Descriptions.

KCKCC Personnel Directory Pages 195-205

General Index Pages 206-211

Course Description Index Pages 212-227

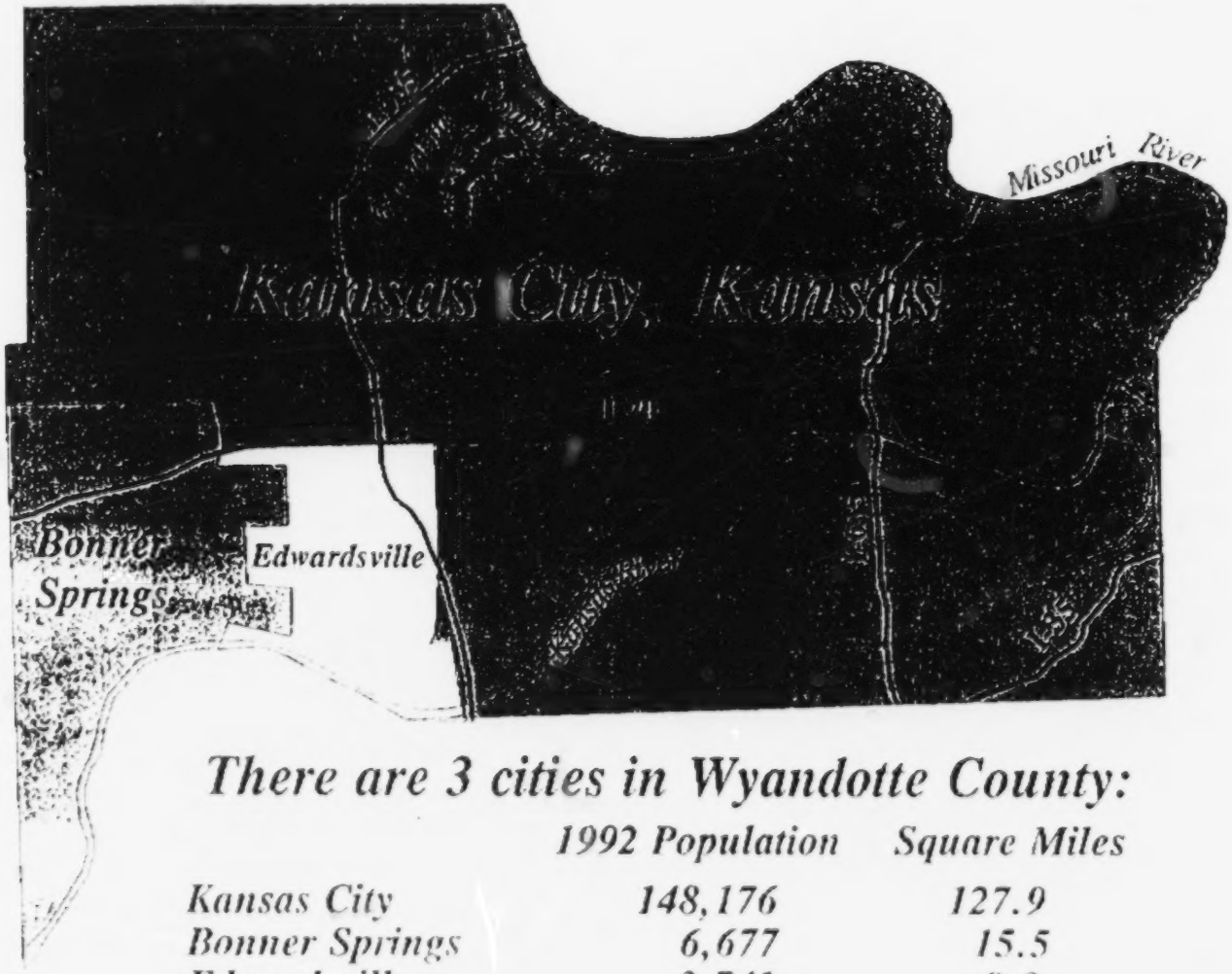
Appendix B

Appendix B

Selected Pages from Kansas City, Kansas Factbook

FIGURE 2

KANSAS CITY, KANSAS IS LOCATED IN WYANDOTTE COUNTY



There are 3 cities in Wyandotte County:

	1992 Population	*Square Miles*
Kansas City	*148,176*	*127.9*
Bonner Springs	*6,677*	*15.5*
Edwardsville	*3,741*	*9.0*

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TABLE 3

KANSAS CITY, KANSAS 1990 CENSUS POPULATION, WITH ANNEXED AREA[1]

POPULATION BY AGE, RACE, SEX AND HISPANIC ORIGIN

	0-4	5-9	10-14	15-17	18-24	25-34	35-44	45-54	55-64	65-74	75+	TOTAL
WHITE	7,150	7,261	6,250	3,629	9,336	17,745	13,440	9,442	9,693	8,724	6,371	99,041
Males	3,621	3,774	3,181	1,881	4,622	8,949	6,828	4,512	4,617	3,723	2,097	47,805
Females	3,529	3,487	3,069	1,748	4,714	8,796	6,612	4,930	5,076	5,001	4,274	51,236
BLACK	4,510	4,456	4,234	2,329	4,523	7,144	5,862	3,760	2,866	2,329	1,834	43,847
Males	2,287	2,296	2,192	1,123	2,039	3,033	2,525	1,715	1,249	965	681	20,105
Females	2,223	2,160	2,042	1,206	2,484	4,111	3,337	2,045	1,617	1,364	1,153	23,742
AM. INDIAN/ESKIMO/ALEUT	81	99	92	56	119	206	161	88	68	38	29	1,037
Males	43	58	49	28	68	92	76	41	33	17	12	517
Females	38	41	43	28	51	114	85	47	35	21	17	520
ASIAN/PACIFIC ISLANDER	253	248	158	109	272	345	201	132	69	51	22	1,860
Males	127	122	76	59	144	180	89	53	31	13	9	903
Females	126	126	82	50	128	165	112	79	38	38	13	957
OTHER	669	687	596	313	768	1,063	722	351	300	143	91	5,703
Males	337	326	303	173	386	579	363	201	137	60	38	2,904
Females	332	361	293	139	382	484	359	150	163	83	53	2,799
TOTAL PERSONS	12,663	12,751	11,330	6,436	15,018	26,503	20,386	13,773	12,996	11,285	8,347	151,488
Males	6,415	6,576	5,801	3,265	7,259	12,833	9,881	6,522	6,067	4,778	2,837	72,234
Females	6,248	6,175	5,529	3,171	7,759	13,670	10,505	7,251	6,929	6,507	5,510	79,254
HISPANIC ORIGIN[2]	1,233	1,232	1,087	590	1,350	1,900	1,339	741	651	379	235	10,737
Males	613	612	547	325	712	1,007	679	396	321	154	92	5,448
Females	620	620	540	265	638	893	660	355	330	225	143	5,289

[1] Includes January 1992 annexation of Prairie and Delaware Townships.

[2] Hispanic is an Ethnic Indicator and not a Racial Indicator. Persons of Hispanic Origin can be of any race.

TABLE 2

KANSAS CITY, KANSAS[1] POPULATION AND HOUSEHOLDS, 1990 CENSUS

POPULATION BY RACE

Race	Total	Percent
White	99,041	65.4
Black	43,847	28.9
Am. Indian, Eskimo, Aleut	1,037	0.7
Asian or Pacific Islander	1,860	1.2
Other Race	5,703	3.8
Total	**151,488**	**100.0**

HISPANIC ORIGIN BY RACE

White	4,633	43.1
Black	329	3.1
Am. Indian, Eskimo, Aleut	140	1.3
Asian or Pacific Islander	87	0.8
Other Race	5,548	51.7
Total	**10,737**	**100.0**

POPULATION BY AGE

Age	Total	Percent
0- 4	12,663	8.4
5- 9	12,751	8.4
10-14	11,330	7.5
15-17	6,436	4.2
18-24	15,018	9.9
25-34	26,503	17.5
35-44	20,386	13.5
45-54	13,773	9.1
55-64	12,996	8.6
65-74	11,285	7.4
75+	8,347	5.5
Total	**151,488**	**100.0**

Median Age: 31.5 Years

TYPE OF HOUSEHOLD

	Total	Percent
1 Person Households	**16,046**	**27.8**
1 Person- Male Householder	6,742	11.7
1 Person Female Householder	9,304	16.1
2 or More Person Households- Families	**39,165**	**67.9**
Married Couple Family With Related Children	13,247	23.0
Married Couple Family, Without Related Children	13,929	24.1
Male Householder, No Wife Present, With Children	1,262	2.2
Male Householder, No Wife Present, No Children	1,036	1.8
Female Householder, No Husband Present, With Children	6,898	12.0
Female Householder, No Husband Present, No Children	2,793	4.8
Non-Family Households	**2,483**	**4.3**
Male Householder	1,496	2.6
Female Householder	987	1.7
Total Households	**57,694**	**100.0**

[1] Includes January 1992 annexation of Prairie and Delaware Townships.

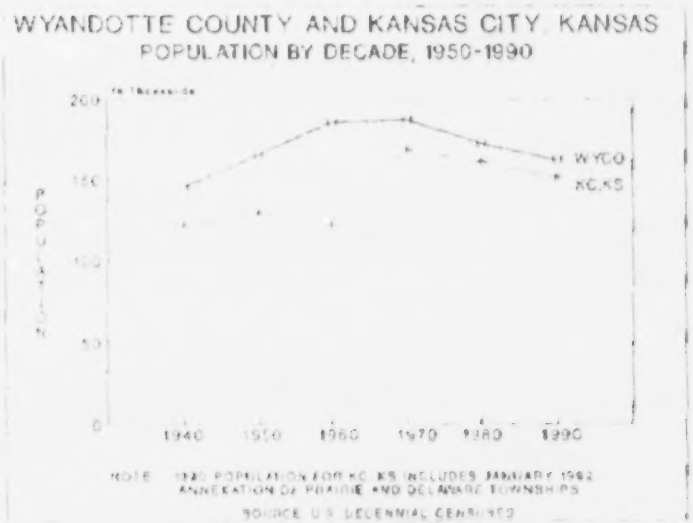
Appendix C

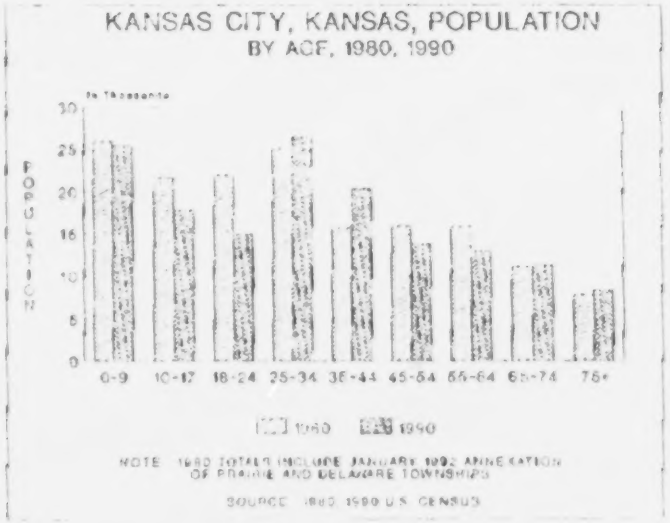
Appendix C

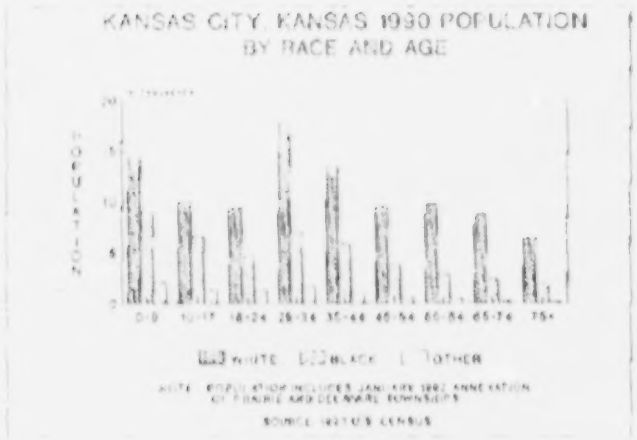
Memorandum from Office of Institutional Research

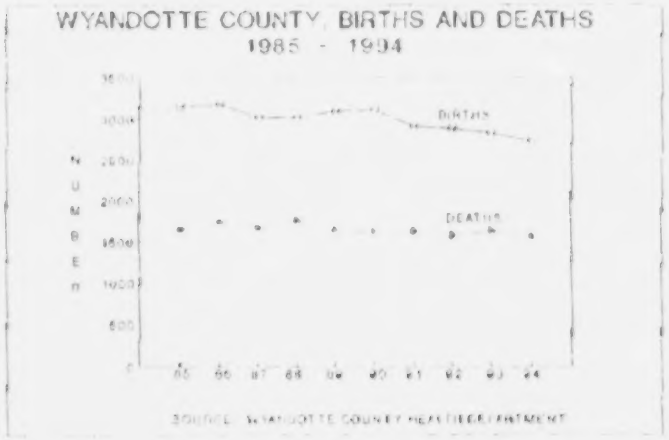
FIGURE 4

SELECTED KANSAS CITY, KANSAS AND WYANDOTTE COUNTY POPULATION INDICATORS AND TRENDS









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Appendix D

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Appendix D

Affirmative Action Policy
Kansas City Kansas Community College

4.01 **AFFIRMATIVE ACTION PLAN**

Policy Statement

In order that Kansas City Kansas Community College may comply with all laws and Executive Orders dealing with discrimination, it shall be the policy of the College to take affirmative actions to achieve equal employment opportunity in all personnel actions and procedures, including, but not limited to, recruiting, hiring, training, transfer and promotion, compensation and other benefits.

This policy is to be administered without regard to race, creed, color, religion, age, sex, sexual orientation, marital status, national origin, veteran status, or physical handicap, or any other legally protected status. In addition, special efforts in recruitment and employment shall be taken to overcome inequities where deficiencies in numbers of minorities and/or women may have occurred in the past. Factors of bona fide occupational qualifications will be considered as applicable.

It shall also be the policy of the College not to exclude any person on the basis of sex from participation in benefits, or be subjected to discrimination under any educational program or activity or in employment as required by Title I of the Educational Amendment of 1972.

It shall be the policy of the College not to exclude any person on the basis of any legally protected status, or subject to discrimination under any educational program or activity or in employment as required by the Civil Rights Act of 1964 and Section 504 of the Rehabilitation Act of 1973.

Responsibility for Implementation and Evaluation

Responsibility for leadership in the development and implementation of an Affirmative Action Plan rests with the office of the Dean of Human Resources. This individual is designated as the Affirmative Action Officer and the Title I Coordinator. He/she will serve as the direct representative of the President and report directly to him/her. He/she shall work with the Vice Presidents and the KCKCC Deans and others as required in the coordination of their efforts in a coherent and systematic program. These administrative personnel shall be responsible for carrying out all aspects of the programs within their areas of responsibility. This shall include, but not be limited to, the investigation of any complaints alleging non-compliance or any actions alleged to be prohibited under the various Titles of the Civil Rights Act of 1964, as amended and under Title I of the Educational Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973.

The Dean of Human Resources shall be responsible for the following:

1. To conduct reviews to determine adequacy of employment of minorities and/or women, or other areas of equal employment opportunity performance.

2. To report to the President concerning results secured in the implementation

of the Affirmative Action Plan.

3. To prepare required standard statistical reports and to serve as liaison officer with compliance officers.

4. To serve as consultant and resource person in the development of recruitment programs, selection procedures, and training programs of staff and supervisory personnel who may assist in the implementation of the Affirmative Action Plan.

5. To serve as liaison between the College and minority placement organizations and other minority group leaders.

6. To publish grievance procedures providing for a prompt an equitable resolution of student and employee complaints.

7. To implement specific and continuing steps for internal and public notification KCKCC does not discriminate on the basis of race, religion, creed, color, age, marital status, sex, veteran status, national origin, or physical handicap.

Responsibility for implementation of these policies is assigned to the Dean of Human Resources or another designated employee. It shall be that designated employee's responsibility to report progress, problems, concerns, and suggested remedies to the President's office.

Dissemination of Policy

The Affirmative Action Policy Statement shall be announced through the following procedures:

1. Prominent inclusion of a statement of the policy in each announcement, bulletin, catalog, or application form which is made available by KCKCC.

2. Notification to each Admission and Employment representative, including members of interviewing teams, of its policy of non-discrimination.

3. Posting the policy on bulletin boards or circulating internally in areas where employees, students, and applicants for admission or employment will be reminded of the policy.

4. Notification during orientation of new personnel and in communication with minority group leaders and other interested organizations that a non-discriminatory policy will be followed.

5. Include in all newspaper advertising the reference to KCKCC as "An Equal Opportunity Employer" or "An Equal Opportunity Educational Institution."

4.02 RECRUITMENT

Because preparation and educational backgrounds of minority persons and women for many positions in the College make it more difficult to find qualified candidates, intensive efforts will be made to locate persons in any underutilized categories who are interested and qualifiable.

Selection Process - Hiring

Where feasible, entry level position shall not require previous experience. This will provide opportunities for minorities and women, and other potential employees to be employed and to move to higher level positions as experience is gained. Every attempt will be made to obtain the best qualified persons from all sources for each job vacancy, without regard to race, color, religion, sex, sexual orientation, marital status, age, national origin, veteran status, or physical handicap. In addition, the process of selection will be strengthened and controlled by:

1. Including, wherever possible, women and/or minority faculty and staff members on search committees which may be appointed.

2. Avoiding cultural factors in the selection process, while emphasizing qualifications and capability in the field.

3. Actively seeking part-time instructors among women and minority groups.

4. Using a committee which may be comprised in collaboration with other administrators to be representative of persons in protected classes as well as others, and who, together with the Affirmative Action Officer, will assist in the screening and interviewing of applicants for all academic, academic-related and staff positions.

5. The purpose of such committees is to provide assistance in the selection process according to the requirements of the Affirmative Action Plan.

4.03 TRANSFERS AND PROMOTIONS

Present employees will be notified of and given an opportunity to apply for transfers or promotions which become available, without regard to race, color, religion, marital status, sex, sexual orientation, age, national origin, veteran status or physical handicap. Recommendations of the immediate supervisor, the head of the department or division involved, and the administrator in charge of the area in which the vacancy occurs will be reviewed by the Affirmative Action Officer

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to determine whether such recommendations are in compliance before such transfer or promotion recommendations are made to the Board of Trustees through the President.

When an employee is promoted to another classification, salary will be increased by 4% of the new base classification or moved up to the base of the new classification whichever is higher

Positions vacated by such transfer(s) and/or promotion(s) will be filled by the procedure described under **Selection Process - Hiring.**

4.04 TRAINING

Training programs to provide opportunity for advancement shall be utilized where needed or feasible within budgetary limitations, particularly when such programs will lead to improvement of the qualifications and/or experiences of employees.

Special programs utilizing funds from state/federal sources and other specified funds, which may be available to provide job opportunities by developing of skills shall be explored where possible.

4.05 NEPOTISM

No person will be denied employment on the grounds of an anti-nepotism policy. However, employees shall neither initiate or participate in institutional decisions involving a direct benefit (initial appointment, retention, promotion, salary, leave of absence, etc.) to members of their own families.

4.06 FRINGE BENEFITS

All full time employees shall be accorded the current fringe benefit package. These include, but are not necessarily limited to, holidays, vacations, leaves, travel pay, insurance and retirement benefits. In cases of maternity leave, accumulated sick leave may be applied, if available and desired, in the same manner as it is applied in cases of illness. Part time employees participate in most benefits on a prorated basis.

4.07 EQUAL PAY

It shall be the policy of the College to give equal pay for equal work, given equal tenure and qualifications and the requirements of the position. Because of the practice of promotion from within, most new positions will be paid at the entry level

4.08 GRIEVANCE PROCEDURE

Grievance procedures for instructional personnel are subject to negotiations and form a part of the Master Contract. Procedures for non-instructional personnel and students have been adopted to assure fair and impartial treatment.

4.09 AUDIT PROCEDURES

In order to provide a measure of applicant flow, the pattern of transfer and upgrading of minorities, women, and handicapped, an audit will be made at least once each year. It will consist of:

1. A statistical tally sheet which shall indicate the number of applicants for all positions by race and sex.

2. All interview reports are to be forwarded to the Dean of Human Resources upon completion of the interview, where they will be filed with the application. Job interviews are to be given **only** by the Affirmative Action Office and members of the Selection Committee.

3. The Dean of Human Resources shall prepare a periodic listing of new-hires, transfers, promotions, and terminations, indicating the reasons for termination, as may be requested or needed either for internal analysis or for compliance with legal requirements.

4.10 **NON-DISCRIMINATION**

All advertisements, catalogs, brochures, flyers, pamphlets, and other printed publicity materials shall contain a statement concerning the fact that Kansas City Kansas Community College is an Equal Opportunity Educational Institution.

Decisions regarding faculty, staff, and student employment, student recruitment, admissions, financial aid programs, institution and related educational and co-curricular activities are to be made without regard to race, creed, color, marital status, sex, sexual orientation, national origin, age, veteran status or physical handicap.

Reports and Recordkeeping Requirements Regarding Race - Employees

Primarily because of the legal requirements imposed through various federal agencies, including the Equal Employment Opportunity Commission, Office of Civil Rights, Department of Education, Department of Health and Human Services.., relating to non-discrimination and implementation of an effective Affirmative Action Program, it is necessary to ask all employees to supply data that in some cases may duplicate information of forms previously required.

Because of the confusion so often apparent in answers to questions in regard to race, which **MUST** be a part of the record, the following quote from the rules and regulations is given to assist in uniform reporting: "...an employee may be included in the group to which he or she appears to belong, identifies with or is regarded in the community as belonging. However, no person should be counted in more than one race/ethnic category."

Definitions of race/ethnic categories as defined in the **Rules and Regulations of the Equal Employment Opportunity Commission, Reports and Recordkeeping Requirements for Higher Education Institutions**

1. **Black, not of Hispanic Origin:**
   A person having origins in any of the Black, racial groups of Africa.

2. **Hispanic:**
   A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish Culture or origin, regardless of race.

3. **Asian or Pacific Islander:**
   A person having origins in any of the original peoples of the Far East, Southeast Asia, The Indian Subcontinent, or the Pacific Islands. This area includes for example, China, Japan, Korea, the Philippine Islands, and Samoa.

4. **American Indian or Alaskan Native:**
   A person having origins in any of the original peoples of North America, and who maintain cultural identification through tribal affiliation or community recognition.

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5. **White, not of Hispanic Origin:**
A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

(The underscoring in the above definitions identifies changes in the language. Note that the Indian Subcontinent was deleted from the White and inserted in the Asian category.)

4.11 IMPLEMENTATION OF THE SELECTION PROCESS

Hiring Procedure

1. Submission of notification of the need to post and/or advertise a position vacancy to theDean of Human Resources. If this is a replacement for a present employee, it should be accompanied by a letter of resignation or other evidence of termination with date of termination. If this is a new position, the request and authorization to proceed to recruit will come from the President. **In either case, a complete job description should accompany the request and both shall be sent to the appropriate Dean and/or VicePresident for approval prior to being forwarded to the Dean of Human Resources.**

2. Notification of the vacancy and its location may be sent to employees who may want to apply for a transfer, accompanied by the job description, if the employee follows the proper procedures by applying in the office of the Dean of Human Resources and submitting the appropriate materials.

3. Appointment of a committee to interview applicants.

4. Interview of interested present employees. If one is selected, Steps No. 1 and 2 are repeated until the final vacancy occurs.

5. Notification to minority and other placement agencies and advertisement of position, including closing date.

6. Paper screening by individual committee members of the application and/or resumes received by closing date.

7. A meeting of the interview committee to arrive at concensus on at least the top candidates.

8. Interview of the candidates selected by members of the interview committee.

9. Selection of the first choice and the second choice, if more than one is qualified.

10. Recommendation of the choice(s) from the Dean of Human Resources to the President who will present such recommendation(s) to the Board of Trustees for approval.

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PROCEDURES

Publicity Concerning Job Openings - Internal

Openings may first be publicized internally by means of an officially-posted vacancy announcement, which includes a job description based upon the employee requisition. Such announcement shall describe the duties, qualifications of the applicant, the date the position will be available, the application deadline, and the salary.

If an employee wishes to apply for the position, the employee shall request an application and job description from the Dean of Human Resources.

If the supervisor does not find the transfer applicant(s) satisfactory, the supervisor will notify the Dean of Human Resources prior to the deadline date, and a new job announcement will be prepared for distribution outside the current work force.

If the supervisor chooses an applicant, the transfer will be affected as soon as feasible, and the vacancy so created shall again be publicized as designated by the supervisor, i.e., internally and/or externally.

Publicity Concerning Job Openings - External

Based upon the job description, a job announcement containing the description of duties, necessary qualifications of the applicant, closing date of application, day position will be open, and salary will be prepared and advertised in appropriate publications.

All advertisements shall contain a reference that Kansas City Kansas Community College is an Equal Opportunity Employer.

Procedure for Handling Inquiries Concerning Academic or Academic-Related Positions

1. Refer all inquiries to the Dean of Human Resources.

   a) If the inquiry is by letter and or the submission of resumes, transcripts or other documents is by mail, these materials should be sent to the Human Resources Office or placed in the mail box without any acknowledgement by the person first receiving the inquiry.

   b) If the inquiry is by phone, the call should be directed to the office of the Dean of Human Resources. This should be done whether the inquiry is merely to request information, request an application blank, or for any other reason that might be pertinent to personnel.

2. The Dean of Human Resources shall send an application to telephone inquirers, if one is requested.

3. If the inquiry is by mail, it will be acknowledged by the Dean of Human Resources. The mail will be filed by field, subject area and alphabetically for later reference.

4. If and when a vacancy develops, the immediate supervisor will notify the Dean of Human Resources and follow the procedures as outlined in the section **Implementation of Selection Process - Hiring.**

5. All inquiries, application forms, credentials, resumes, and other data are to remain in the office of the Dean of Human Resources until such time as the paper screening is to be done by the committee involved in the selection process.

6. It should be remembered that **no action taken by an employee, including the President, individual members of the Board of Trustees, any other administrator or supervisor, can be construed as a commitment to employ.**

7. **No employment can be official until acted upon by the Board of Trustees in an official meeting.**

Appendix E

Appendix E

Review/Evaluation/Feedback Form
Criteria for developing policy recommendations
for minority faculty hiring procedures

Thank you for your willingness to assist me in developing criteria for the creation of a set of policy recommendations for hiring minority faculty. These criteria suggestions have come from the literature as well as others of your colleagues. Please take a few minutes and answer the statements below. Additional criteria and/or comments are welcomed.

To the right of each item are numbers that correspond to the words which follow. Circle one of the numbers that best describes whether the item should be included as criteria for such product development.
5=strongly agree 4=agree 3=undecided 2=disagree
1=strongly disagree

1. Is there a need for such a product at the institution? 5 4 3 2 1

2. Would such a plan fit the mission of the institution? 5 4 3 2 1

3. Is there administrative support for such a proposal? 5 4 3 2 1

4. Do affirmative action guidelines already exist? 5 4 3 2 1

5. Does such a proposal support minority students? 5 4 3 2 1

6. Would such a plan improve the curriculum? 5 4 3 2 1

7. Would such a plan improve the practice of education on the campus? 5 4 3 2 1

Comments:_____
_____
_____
_____

Appendix F

Appendix F

Summative Panel Review Feedback Form
Policy Recommendations for Hiring Minority Faculty

Thank you for your willingness to assist me in evaluating and validating the proposed list of policy recommendations for minority faculty hiring. Please use the attached criteria list to guide you evaluation. Additional comments or suggestions are welcomed.

To the right of each item are numbers that correspond to the word which follow: 4=strongly meets criteria, 3= meets criteria, 2= somewhat meets criteria, and 1=does not meet criteria. Circle the number that best describes the items relationship to the criteria.

1. Know which universities have minorities in the pipeline by discipline and start recruitment efforts.	4 3 2 1
2. Establish a staff conversion program to identify minority staff members in instructional support departments who may be interested in teaching. Negotiate personalized development plans with them to pursue the necessary credentials.	4 3 2 1
3. Establish diversity programs in all divisions. Stay away from minority "spots."	4 3 2 1
4. Listen to minority faculty's needs	4 3 2 1
5. Develop relationships with minority organizations to seek their assistance in identifying qualified minorities for faculty positions.	4 3 2 1
6. Support minority scholarships.	4 3 2 1
7. Have current faculty serve as mentors to minority graduate students at area universities.	4 3 2 1
8. Attend conferences where it is known that minorities are likely to be present.	4 3 2 1

9. Develop minority candidate pools.	4 3 2 1
10. Include minorities in all phases of the recruitment effort.	4 3 2 1
11. Establish strategies to prepare the campus for intellectual, social, ethnic, and cultural diversity.	4 3 2 1
12. Establish Summer teaching/research opportunities to interest minority graduate students.	4 3 2 1
13. Establish curriculum vitae banks.	4 3 2 1
14. Seek minority professional for adjunct positions to improve the presence of minorities on campus, and consider the best for faculty appointments.	4 3 2 1
15. Whenever feasible, seek minority persons with professional degrees or individuals with significant experience in their field.	4 3 2 1
16. Actively use a wide variety of recruitment aids including minority newspapers, minority oriented magazines and journals, minority religious institutions, business and industry, and other minority faculty and staff.	4 3 2 1
17. Make efforts to keep minority faculty in the face of proposed budget cuts.	4 3 2 1

Comments: _____

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Appendix G

Appendix G

Policy Recommendations for Minority Faculty Recruitment and Hiring at Kansas City Kansas Community College

These policy recommendations are intended to be an aid to the administrative and personnel staff at the college. They are intended to provide and opportunity for review of current policies and procedures used for minority faculty hiring. These recommendations may also be used to augment current policy.

Institutional Strategies

1. Listen to minority faculty's needs.

2. Establish strategies to prepare the campus for intellectual, social, ethnic, and cultural diversity.

3. Establish a staff conversion program to identify minority staff members in instructional support departments who may be interested in teaching Negotiate personalized development plans with then to pursue the necessary credentials.

4. Establish diversity programs in all divisions and departments. Avoid "minority spots."

5. Know which universities have minorities in the pipeline by discipline and start early recruitment efforts. Support minority scholarship.

6. Develop relationships with minority organizations to seek their assistance in identifying qualified minorities for faculty positions. Use a variety of recruitment aids including minority newspapers, minority oriented magazines and journals, minority religious institutions, business and industry.

7. Develop minority candidate pools.

8. Include minorities in all phases of the recruitment efforts.

9. Make efforts to keep minority faculty in the face of proposed budget cuts.

Division/Departmental Strategies

10. Current faculty serve as mentor to minority graduate students at area universities.

11. Establish curriculum vitae banks.

12. Establish Summer teaching/research opportunities to interest minority graduate students.

13. Attend conferences where it is known that minorities are likely to be present.

14. Whenever possible, seek minority persons with professional degrees or individuals with significant experience in their field. Also, seek professionals for adjunct positions to improve the presence of minorities on campus, and consider the best for faculty appointments.